

# Lets Play Pre-School

Inspection report for early years provision

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**Unique reference number** 113577  
**Inspection date** 11/10/2011  
**Inspector** Helen Penticost

**Setting address** Three Bridges Community Centre, Gales Place, Crawley,  
West Sussex, RH10 1QG

**Telephone number** 07762 468 935

**Email**

**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Let's Play Pre-School is run by the trustees of the pre-School. It opened in 1985 and operates from the community centre in Three Bridges, Crawley. A maximum of 26 children may attend at any one time. The pre-school is open each weekday from 9am until 12pm and from 12.30pm until 3pm on Mondays and Wednesdays during term-time. All children share access to a secure, enclosed outdoor play area. The pre-school is registered on the Early Year Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 42 children aged from two to under five years on roll. The pre-school receives funding for early education for three- and four-year-olds. Children come from a wide catchment area. The pre-school is able to support children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school employs six members of staff. Of these, three hold appropriate early years qualifications, one has Qualified Teacher Status and one is working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at this vibrant and welcoming pre-school. They make good progress overall in their learning and development and engage in a wide range of enjoyable and stimulating activities. Good partnerships with parents have been established, enabling children's needs to be fully supported. The pre-school is led and managed by a very enthusiastic and dedicated manager. Alongside her supportive staffing team, she demonstrates a positive approach towards sustained and continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the current system for observation and assessment to ensure that children's next steps are shared consistently with other early years settings that children attend and are used in leading future planning
- develop systems to enable children to self-select from the range of stored resources.

## **The effectiveness of leadership and management of the early years provision**

Staff are motivated. They work well as a team and give priority to safeguarding children. They have a clear understanding of child protection procedures and who to contact if concerned about a child in their care. There are effective recruitment and vetting procedures in place, helping to ensure children are cared for by suitable people. Written fire procedures are in place and staff engage children in emergency evacuation procedures. Staff routinely verify the identity of all visitors and are vigilant about the safe arrival and collection of children.

The play environment is bright, clean and safe. A wide range of good-quality resources are on offer. These are effectively presented in low-level storage systems, with clearly labelled trays and boxes. However, the storage of toys within the large cupboards does not fully support children's self-selection skills as they are not able to independently choose from the full range. Children are supported in their play and learning at all times as the staffing team are well deployed.

The recently appointed manager has been successful in building a cohesive staff team who are committed to improving outcomes for all children. They are passionate about their work and as a result they act as positive role models. The pre-school's self-evaluation system, together with parent questionnaires, helps staff to identify strengths and areas for improvement. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced.

The pre-school demonstrates a firm commitment to promoting inclusion and the environment promotes diversity positively. The pictures and posters reflecting diversity, which are displayed throughout the setting, give a positive message about people's differences. The pre-school welcomes all children and currently supports several who are learning English as an additional language. It has acquired books in various languages, key words have been translated into the children's home languages and time line picture boards are accessible. Children with special educational needs and/or disabilities are fully supported. Close links with other professionals and agencies promote their individual needs well. Systems for developing communication links with other early years settings that children attend are in their infancy.

Regular consultation meetings provide valuable opportunities for parents to speak to their child's key person. Notice boards provide parents and carers with information about the running of the pre-school and activities undertaken on a daily basis. Parents are invited to attend committee meetings, engage in fund raising events and share their knowledge and skills. Partnership working with parents works well and relevant information is obtained from them before children attend the setting. Policies and procedures are readily available to parents on entering the pre-school, including the complaints procedure.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress towards the early learning goals. Staff demonstrate a comprehensive knowledge and understanding of the Early Years Foundation Stage framework. All children progress well in their learning, considering their starting points, and gain skills for the future. The staff team undertake written observations. These are supported by photographs and used to assess children's next steps in their learning and development. However, these next steps are not yet fully used in planning for individual children.

Children's personal, social and emotional development is successfully supported. They access a wide range of first-hand learning experiences. For example, children chuckle with delight as they play a game of peek-a-boo. Children are familiar with the learning environment, settle quickly on arrival and are eager to learn. Children are confident. They behave well, make choices and form friendships with each other and staff members. Children help to tidy up after play. Rarely-required reminders from staff help children develop a sense of right and wrong. They are encouraged to share, take turns and be kind to each other.

Children are developing a love for books. They freely access a wide range of interesting titles in the cosy book corner and enjoy story time. There is enormous excitement as the children participate in a story, with soft toys representing the characters handed out. Children's creativity is fully supported. They have access to a wide range of role play equipment, construction toys, chinks and paints. There are many opportunities for children to experiment with texture, as they explore tea bags and cornflakes. In the creative area a small group of children chat happily as they knead, roll and cut shapes in the dough.

Children are beginning to learn that print carries meaning. They self-register on arrival, use their name card to register at snack time and are encouraged to write their names on their work. They enjoy music and movement and eagerly join in with a range of songs and action rhymes. Their understanding of numbers, size and shapes is developing well through everyday activities. They count how many jumping pods there are, competently recognise shapes and talk about the height of towers they have built. Children make good use of the computer and are able to navigate around the game with ease and increasing skill.

Children learn how to stay safe. They regularly engage in emergency evacuation procedures and are gently reminded to use equipment appropriately by staff. Staff encourage children to develop their own personal hygiene skills, such as independent toileting. Children automatically wash their hands before snacks. They enjoy being in the fresh air and relish outdoor play opportunities, where they explore their natural environment while planting bulbs and flowers. Children confidently negotiate pedal bikes and throw, catch and kick balls. They freely access drinking water throughout the session. Children demonstrate they are acquiring skills that will help them in the future and prepare them well for their transition to school.



## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met